Tenby International School
Curriculum Handbook

Nursery
2013 – 2014
Welcome to Nursery. This Handbook provides information on routines and expectations within the year group and a summary of what your child will be learning during the academic year 2013 – 2014.

We hope that you will find this information helpful in supporting your child at home and at school.

Early Years’ Team
Routines and Expectations
The School Day:

08:30hrs
Registration and 1st session begins with English/Mathematics activities and includes outdoor activities. Please help your child to arrive in time for registration. Parents should encourage their child to unpack their own belongings from their bag and bring them into the classroom. This is to encourage independence and ensure your child is aware of what s/he needs to bring into the class.

We encourage children to self-register when they come into class. Each child has a name card, which they use to register themselves. Please encourage your child to find their name and put it in the designated area/display in the classroom.

09:20hrs – 09:50hrs
Break time & Outdoor Play

09:50hrs – 11:35hrs
2nd session begins with English/Mathematics activities based to include outdoor activities.

11:35hrs – 12:10hrs
Lunch time & Outdoor Play

12:10hrs – 13:15hrs
The afternoon session begins which is usually IPC-based to include Creative Development, Knowledge and Understanding of the World, Physical Development.

13:15hrs
Home time (Parents to pick up children at the gate*.)

*Please note that for the first few weeks, dismissal time for Nursery children will be at 12:15hrs. Please be prompt when picking up children.

Please refer to your child’s timetable which will be displayed on the classroom window for parents to view. Parents will be notified via the Student Planner of any changes to the timetable, such as PE or swimming.

Children with Older Siblings
For children who have older siblings who start earlier at 07:40hrs (Years 3 – 6) or 08:00hrs (Years 1 & 2) and finish later at 14:30hrs or 14:20hrs, there will be supervision provided by their class teacher. Children will be supervised from 07:40hrs in the morning, and after school from 13:15hrs until 14:30hrs. Please arrive promptly to pick up your children*.
*Please note that for the first few weeks, dismissal time for Nursery children will be at 12:15hrs. Please be prompt when picking up children.

Sometimes your child may be a little bit shy/nervous to enter the classroom on their own or separate from their parents when dropping off children. Please do not worry; this is the norm for some children of this age and something they learn to get used to. The sooner your child gets used to it, the better. Therefore, should your child cry because they do not want to separate from parents, it is easier for you to drop them and leave straight away without hanging around, adding to the child’s anxiety. Normally, children forget about their anxieties within 10 minutes. The class teacher will contact the parent should there be any problems.

Specialist Classes
All class teachers are responsible for teaching all subjects to the children, including PE, Art and Design, ICT and Music but will have specialist teachers for Swimming.

On a PE day children are required to come to school in their PE kit and bring their school uniform with them in a bag. They will then change into their school uniform after their PE lesson unless noted otherwise. Please encourage your child to learn how to dress/undress themselves at home.

On a swimming day children are required to come to school in their school uniform and bring their swimming kit to school in a separate bag. They will then change into their swimwear at the allocated time. The teacher will notify parents about what to bring on a swimming day.

Student Planner
The Student Planner is used for communicating messages (both ways from teacher to parent and from parent to teacher). Please add dates for each week to the top of pages for easy reference. The Student Planner is checked every day by the class teachers. It is essential to check the planner every day for messages. If you have an urgent message for the teacher, please leave the planner open. Usually the class teacher or assistant teacher will acknowledge that your message has been read with their signature. Please do the same and acknowledge any messages from school. Please make sure your child brings their planner every day for school.

Should you want to see the teacher personally at any time, parents should do so by booking an appointment via the Student Planner.
**How can you help and support your child with reading?**

Set aside a regular time and a comfortable, uncluttered place to read together each day. Ideally this should be about 15 minutes. Early readers should be encouraged to read as well as to be read to frequently. Studies have shown that children that are exposed to reading from an early age benefit from increased vocabulary and communication skills. It also helps to develop listening skills and how text in books is read (left to right, top to bottom). It is beneficial for them to listen to pronunciation and enunciation. You can also encourage children to read a variety of things around the home and when out and about (magazines, recipes, instructions, notices, packaging, shopping lists, leaflets, adverts etc.). Please remember that reading should always be a pleasure.

**Reading the book together**

Start by looking at the book together and ask your child about the story, knowing what the book is about from the onset will help your child when they come to read it. Look at the text and illustrations on the cover and ask questions:

- “What do they think the book is about?”
- “What is the title of the book?”
- “Who is the author / illustrator?”

Make sure that you encourage your child when reading and use lots of praise. You can help them with the following:

- Point out ‘key words’ in advance and discuss them
- The illustrations are an important part of gaining meaning so encourage your child to look at the pictures

**What can I do when my child gets stuck?**

Instead of providing the word immediately, the following strategies can be encouraged when children come to a word they do not recognise:

- To use the context and general meaning of the sentence
- To use picture clues
- To sound out the unknown word
- To sometimes read on, or to re-read and to self-correct, in order to maintain the sense of the text

When the child makes a guess try to not to say they are wrong but rather try to encourage them to use the following skills to self-correct:

- Does it make any sense?
- Does it sound right?
- Does it look right?
How do I know if my child understands what s/he has read?
Comprehension is very important and you can ask open questions about the story either during or after your child has finished reading. Although try not to interrupt their reading too often.
- “What do you think will happen next? Why?”
- “Why do you think the characters did that?”
- “How did this book make you feel?”

You can also ask your child to retell the story in their own words or to recap certain elements from a character’s point of view.

Remember to give lots of praise and encouragement. Reading should be enjoyable and they are more likely to do well if they are relaxed and feel positive.

Reading with fluent readers
There is more to reading than being able to say the words on the page. If your child is reading text fluently you can encourage them to think about the meaning and to respond to the text using open questions. Another important aspect to fluent reading is being able to read with expression. Children should be using punctuation when reading, pausing after full stops and commas and following the text closely to include expression; using emphasis when there is an exclamation mark for example as well as different voices for dialogue. To help them to think about the meaning of the story and to develop a greater understanding, try to encourage your child to predict what will happen next in the story, and to discuss the themes and setting. Encourage your child to back up their answers with evidence from the story. Ask them how they felt about the story, did they enjoy it? Why or why not?
School Essentials
Every day your child needs to bring into class their planner and their water bottle which should be labelled with their name and class. Your child should also bring their school hat (also labelled with their name and class) in the correct colour of their house at the beginning of the week. The hat is usually kept in school during the week and returned home on a Friday for parents to wash and bring back to school the following Monday.

In Nursery, your child will be issued with a sound file containing the letter sounds they learn each week in school. Please help your child to practise the letter sound with the action at home and talk about words with this letter sound. Please ensure your child brings their sound file into school every day.

Please make sure that all items of clothing, uniform, PE kit, swimming kit, water bottle, stationery are clearly labelled with your child’s name and class. Very often, during PE or Swimming, where they learn to dress/undress themselves, they will...
often misplace an item of clothing which can be very difficult to find if it is not clearly labelled with their name and class.

Please supply a spare set of clothing (preferably school uniform) in your child’s bag, including spare socks and underwear, should your child have any toilet accidents or spillages during their snack/lunch time.

It would be helpful if parents could make sure that their child can use the toilet on his/her own before they start Nursery and that they are able to use toilet paper or learn how to wash themselves appropriately after using the toilet. Please make sure too that your child knows how to wash his/her hands after a visit to the toilet. Children are encouraged to wash their hands regularly throughout the day.

Rewards
In Nursery, children are acknowledged and rewarded in many different ways:

- Praise
- Verbal feedback
- Stickers
- Star of the week stickers

Other ways to help
Every half term, your child will be learning about a new IPC topic. Please keep yourself updated about what your child will be learning in this topic via the Nursery Curriculum Handbook on the school’s website so you can help support your child’s learning any way you choose to at home.

In English, children in Nursery start off by learning the letter sounds before learning the letter names, to help with their reading and writing skills. Please encourage your child to write their name using lower case letters and not capital letters as it is very difficult to get children out of the habit of using capital letters when they are already used to it.

Help your child to develop their language skills and their imagination by reading stories together, talking about the pictures, the characters, sequencing events in the story, talking about what they liked and disliked in the story.
Curriculum

Core Learning in English

Most children learn:

Speaking
- Enjoy listening to and using spoken and written language and readily turn to it in play and learning
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events
- Use language to imagine and recreate roles and experiences
- Speak clearly and audibly with confidence and control and show awareness of the listener
- Extend their vocabulary, exploring the meanings and sounds of new words

Listening and responding
- Listen with enjoyment and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems
- Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions
- Extend their vocabulary, exploring the meanings and sounds of new words

Group discussion and interaction
- Interact with others, negotiating plans and activities and taking turns in conversation
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events

Drama
Use language to imagine and recreate roles and experiences

Word recognition: decoding (reading) and encoding (spelling)
- Explore and experiment with sounds, words and texts
- Link sounds to letters, naming and sounding the letters of the alphabet
- Recognise letter shapes and say a sound for each
- Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly
- Hear and say sounds in words in the order in which they occur
- Read simple words by sounding out and blending the phonemes all through the word from left to right
- Children move from reading simple consonant–vowel–consonant (CVC) words such as ‘cat’ and ‘bus’ to longer CCVC words such as ‘clap’ and ‘stop’, and CVCC words such as ‘fast’ and ‘milk’
- Recognise common digraphs
- Read some high frequency words
- Use phonetic knowledge to write simple regular words and make phonetically plausible attempts at more complex words
- Read a range of familiar and common words and simple sentences independently
- Read texts compatible with their phonetic knowledge and skills
- Read and write one grapheme for each of the 44 phonemes

**Word structure and spelling**
Use phonetic knowledge to write simple regular words and make phonetically plausible attempts at more complex words

**Understanding and interpreting texts**
- Know that print carries meaning and, in English, is read from left to right and top to bottom
- Extend their vocabulary, exploring the meanings and sounds of new words
- Show an understanding of the elements of stories, such as main character, sequence of events, and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how
- Retell narratives in the correct sequence, drawing on the language patterns of stories

**Engaging with and responding to texts**
- Listen with enjoyment to stories, songs, rhymes and poems, sustain attentive listening and respond with relevant comments, questions or actions
- Show an understanding of the elements of stories, such as main character, sequence of events, and openings and how information can be found in non-fiction texts to answer questions about where, who, why and how
- Use language to imagine and recreate roles and experiences

**Creating and shaping texts**
Attempt writing for various purposes, using features of different forms such as lists, stories and instructions

**Text structure and organisation**
Attempt writing for various purposes, using features of different forms such as lists, stories and instructions

**Sentence structure and punctuation**
Write their own names and other things such as labels and captions and begin to form simple sentences sometimes using punctuation

**Presentation**
Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed
Core Learning in Mathematics

Most children learn:

Using and applying mathematics
- Use developing mathematical ideas and methods to solve practical problems
- Match sets of objects to numerals that represent the number of objects
- Sort objects, making choices and justifying decisions
- Talk about, recognise and recreate simple patterns
- Describe solutions to practical problems, drawing on experience, talking about their own ideas, methods and choices

Counting and understanding number
- Say and use number names in order in familiar contexts
- Know that numbers identify how many objects are in a set
- Count reliably up to 10 everyday objects
- Estimate how many objects they can see and check by counting
- Count aloud in ones, twos, fives or tens
- Use language such as ‘more’ or ‘less’ to compare two numbers
- Use ordinal numbers in different contexts
- Recognise numerals 1 to 9

Knowing and using number facts
- Observe number relationships and patterns in the environment and use these to derive facts
- Find one more or one less than a number from 1 to 10
- Select two groups of objects to make a given total of objects

Calculating
- Begin to relate addition to combining two groups of objects and subtraction to ‘taking away’
- In practical activities and discussion begin to use the vocabulary involved in adding and subtracting
- Count repeated groups of the same size
- Share objects into equal groups and count how many in each group

Understanding shape
- Use familiar objects and common shapes to create and recreate patterns and build models
- Use language such as ‘circle’ or ‘bigger’ to describe the shape and size of solids and flat shapes
- Use everyday words to describe position
Measuring
- Use language such as ‘greater’, ‘smaller’, ‘heavier’ or ‘lighter’ to compare quantities
- Use everyday language related to time; order and sequence familiar events and measure short periods of time

Handling data
- Sort familiar objects to identify their similarities and differences
- Count how many objects share a particular property, presenting results using pictures, drawings or numerals
IPC Unit Study (Term 1A)

Over the next few weeks those of us in classes NT/NE will be learning about “All about Me”. This unit is part of the Early Years’ Programme of the International Primary Curriculum. This curriculum has been specially written for young children who are in schools out of their home country and sets out clearly what children should learn in four groups or “strands” – these are called ‘Independence and Interdependence’, ‘Communicating’, ‘Exploring’ and ‘Healthy Living’. The activities which have been planned will cover these strands in the following ways:

Independence and Interdependence
During these first few weeks the children will learn a great deal about relationships and how to get along with lots of new people. They will be introduced to activities to develop new skills and have opportunities to play alone, alongside and with other children. They will learn that they belong to a group and get to know the people in their class as well as getting to know the routines in Nursery and their new environment. They will learn some ways in which to calm down when feeling upset and learn how to take turns and share and play fairly.

Communicating
The children will be introduced to books, stories and rhymes and learn to enjoy stories being read to them. They will be involved in counting activities as well as some of the processes of art and craft. We will sing and learn some simple rhymes as well as learning simple songs from memory with actions in their specialist music lessons. They will be able to talk about themselves and say what is special about them and be able to talk about feelings and know when they are happy, sad, excited, scared. Children will develop their use of language by re-enacting situations imaginatively in character using the role play Home Corner. When talking about themselves, children will discuss how we change when we get older. They will be able to recognise that various labels around the nursery mean something. They will have experience of a range of mark making materials and understand how letters are formed. In Mathematics they will have experience of counting out loud forwards and backwards to 10 and use numbers to communicate when talking about their age. They will use mathematical language when comparing objects such as their handprints by size, categorising into ‘big’ and ‘small’.

Exploring
Throughout these early days the children will learn about playing with materials such as sand and paint. There will be opportunities for the children to make decisions, choose their own materials and take some responsibility for their own learning — for example, they will explore and experiment with colour, texture and materials through a variety of media as well as exploring different media to produce controlled marks and letters both inside and outside the classroom such as finger printing/hand
prints/collage feely pictures, chalk. The children will explore using their senses. Children will also get the chance to manipulate malleable materials such as play dough, by squashing/rolling/moulding. They will have experience of using a variety of tools – pencils, crayons, and scissors. In their PE lessons children will learn to move safely and develop body co-ordination through dance activities. They will develop an awareness of others when moving around.

**Healthy Living**

The children will begin to learn about paying attention and concentrating as well as expressing emotions and emotional needs. Each day will bring opportunities to develop the ability to cope with change.

They will learn how to use mouse skills and simple ICT computer programmes in their specialist ICT lessons.

**Early Years Swimming and PE times:**

Please note that the times for Nursery swimming and PE have increased for all EY classes and will be run on a rotational basis. It is important that you refer to the table below for the swimming and PE dates and times for your child’s class.

<table>
<thead>
<tr>
<th>Dates</th>
<th>NT Tuesday 09:50 – 11:00</th>
<th>NE Wednesday 09:50 – 11:00</th>
</tr>
</thead>
<tbody>
<tr>
<td>2\textsuperscript{nd} September – 11\textsuperscript{th} October</td>
<td>PE</td>
<td>Swimming</td>
</tr>
<tr>
<td>21\textsuperscript{st} October – 6\textsuperscript{th} December</td>
<td>PE</td>
<td>Swimming</td>
</tr>
<tr>
<td>6\textsuperscript{th} January – 28\textsuperscript{th} February</td>
<td>PE</td>
<td>Swimming</td>
</tr>
<tr>
<td>3\textsuperscript{rd} March – 11\textsuperscript{th} April</td>
<td>Swimming</td>
<td>PE</td>
</tr>
<tr>
<td>28\textsuperscript{th} April – 13\textsuperscript{th} June</td>
<td>Swimming</td>
<td>PE</td>
</tr>
<tr>
<td>16\textsuperscript{th} June – 25\textsuperscript{th} July</td>
<td>Swimming</td>
<td>PE</td>
</tr>
</tbody>
</table>

The first PE class for NT will be on Tuesday 10\textsuperscript{th} September. NT will not have their first swimming class until 4\textsuperscript{th} March, 2014.

The first swimming class for NE will be on Wednesday 11\textsuperscript{th} September.

Swimming will be led by an external swimming coach and an assistant teacher will be present to help supervise by the poolside during lessons.

As the PE time is in the morning: Please note, children are required to come to school in their PE kit on the morning of PE and bring their school uniform with them in their bag so that they can change into their school uniform after their PE lesson.

For Swimming, children should come to school in their school uniform and **not** in their swimming costumes.
Below is a list of what your child will need to bring with them to take part in the swimming lessons:

- All students will require a navy blue bathing costume (must be one piece)
- Swimming shorts are NOT allowed
- Goggles made of unbreakable plastic or rubber
- Towel
- Swimming Caps are advised
- Plastic bag for wet items
- Flip Flops

Please ensure that all of these items are clearly labelled. Teachers will not be held responsible for any items that go missing. Also ensure that sun block is applied in the morning before they come to school and that a separate bag is used to put in wet clothes.

Children will only have a rinse after their swimming lesson. Teachers will not be responsible for showering each child with soap and washing their hair.

Please be reminded that swimming is a compulsory part of the PE curriculum and is an essential life skill. **Students are not allowed to opt out of the lesson unless a medical certificate is provided.** Students who are well enough to be in school are considered fit enough to participate in all curriculum activities. Students who miss swimming lessons will be expected to make up their missed lessons at the earliest opportunity. This may involve joining another class if necessary.

Children are also required to keep a spare set of clothing, preferably school uniform including socks and underwear in their bags should your child have any accidents.

Please encourage your child to enter their new class independently.

**Parent Contributions:**
We need your help to transform our ‘Role Play’ corner to make it as exciting as possible for the children. For the first half of the term we will be transforming the Role Play corner into a ‘Home Corner’. Therefore we kindly ask if anyone can contribute or loan (please indicate with a label if loaning) any play items listed below, we would be extremely grateful:

- Kitchen set/accessories (i.e. toy cutting board, toy fruits, toy veggies, tea set, serving trays)
- Child size table, stools, bed and pillow

As part of our ‘All About Me’ topic and our ‘Show and Tell’ we would like children to bring in their baby clothes and accessories, baby photos, family photos, photos of their immediate and extended family. Please could children provide a selection of
The information is correct at the time of publication (September 2013) and may be subject to change without prior notice

photos and if they have any books about themselves they are welcome to bring them.

**Please note:**
It would also be very useful for us if you could fill in the contact details in the front of the Student Planner should we need to contact you.

As always, we welcome any support or suggestions which you may have.
IPC Unit Study (Term 1B)

Over the next few weeks those of us in classes NT/NE will be learning about ‘Animals’. This unit is part of the Early Years’ Programme of the International Primary Curriculum. This curriculum has been specially written for young children who are in schools out of their home country and sets out clearly what children should learn in four groups or “strands” – these are called ‘Independence and Interdependence’, ‘Communicating’, ‘Exploring’ and ‘Healthy Living’. The activities which have been planned will cover these strands in the following ways:

**Independence and Interdependence**

The children will learn about diversity within the animal world and about acceptable behaviour, rules, responsibilities and rights, especially in relation to the natural environment such as learning how to take turns and share fairly, how to deal with conflict situations by negotiating and reasoning without resorting to anti-social behaviour.

**Communicating**

The children will listen to stories and fables about animals and will have the opportunity to develop descriptive language when playing ‘Who am I?’.

They will sort according to the colour and size and count animals as well as learn about comparative sizes and begin to use mathematical language such as ‘heavy’ and ‘light’. We will sing songs and learn rhymes linked to the theme and other action songs and rhymes in their specialist music lessons. Children will develop their use of language by re-enacting situations imaginatively in character using the role play pet shop. Children will learn to initiate, share and sustain conversation with others when talking about animals and their babies and the habitats in which they live and in doing so will learn to develop attentive listening and respond appropriately.

**Exploring**

Throughout this theme there will be opportunities for the children to make decisions, choose their own materials and take some responsibility for their own learning - for example, when they explore animal skins, trying to reproduce the pattern and make animal masks where they will explore and experiment with colour and texture and with materials through a variety of media as well as exploring different media to produce controlled marks and letters both inside and outside the classroom. They will also classify groups of animals and learn about the natural environment. Children will also get the chance to experience mixing ingredients together to make animal biscuits. In their PE lessons children will explore ways of making different movements to represent different animals and begin to show movement in imaginative ways.
Healthy Living
During the course of this theme the children will make choices and learn about paying attention and concentrating.

We will begin this theme on xxxday by creating a jungle in our classroom and making animal masks. So beware of wild beasts at home time!

We need your help to transform our ‘Role Play’ corner to a ‘Pet Shop’ to make it as exciting as possible for the children. Therefore we kindly ask if anyone can contribute any of the following, we would be extremely grateful:

- Play toys – carrier for animals
- Pet bed / rug / cushion / basket
- Sandbox for cats
- Leash / lead / collar
- Apparels / vests for pets
- Animal soft toys
- Toys for pets
- Old accessories for pets
- Empty boxes or packaging of animal related products, i.e. pet food
- Pet food bowl / feeder
- Fish tank
- Pets that you wished to loan or give away i.e. fish / bird / terrapin / hermit crab / hamster (pets - and pet’s food - that are harmless and are easy to take care of by the children)

As always, we welcome any support or suggestions which you may have.
IPC Unit Study (Term 2A)

Over the next few weeks those of us in classes NT/NE will be learning about “Clothes”. This unit is part of the Early Years’ Programme of the International Primary Curriculum. This new curriculum has been specially written for young children who are in schools out of their home country and sets out clearly what children should learn in four groups or “strands” – these are called ‘Independence and Interdependence’, ‘Communicating’, ‘Exploring’ and ‘Healthy Living’. The activities which have been planned will cover these strands in the following ways:

Independence and Interdependence
Through dressing up and talking about all kinds of clothes the children will learn about people who are different from themselves and about the links between school and the wider world. They will have opportunities to play alone, alongside and with other children and continue to take turns and share fairly. In their PE lessons they will learn how to interact in team games. They will learn how to deal with conflict situations by negotiating and reasoning without resorting to anti-social behaviour. They will also develop the ability to express their feelings and become sensitive to the needs and feelings of others.

Communicating
Throughout this theme the children will have lots of opportunities to talk about clothes and ask questions of visitors. They will listen to the story of ‘The Emperor’s New Clothes’. We will count, order and sort clothes. Children will learn to initiate, share and sustain conversation with others when talking about and describing clothes and what people wear for different occasions, weather and seasons. In doing so the children will learn to develop attentive listening and respond appropriately. The children will sing songs and learn rhymes linked to the theme and other action songs and rhymes in their specialist music lessons. Children will develop their use of language by re-enacting situations imaginatively in character using the role play Laundrette. Children will also develop their mathematical language when describing 2D and 3D Shapes.

Exploring
We will spend lots of time involved in dressing up and pretend play and through these activities find out about the world around us. Throughout this theme there will be opportunities for the children to make decisions, choose their own materials and take some responsibility for their own learning — for example, when they explore materials they wish to use to make clothes collages and when they investigate the best materials needed to protect them from the weather. They will continue to explore different media to produce controlled marks and letters both inside and outside the classroom. There will also be the opportunity for the children to experiment with a variety of dyeing techniques and learn how to make materials change colour.
Healthy Living
The children will learn about the need to take care of themselves, where they will participate in how to wash clothes and how to dry them. The children will discuss the sequence of how to get dressed where they will need to concentrate and to pay attention.

We will begin this theme on xxxxd day by having a dressing-up morning. Please send your child to school wearing something which is special to them. This could be a traditional costume or their favourite dressing-up clothes. We will be having a grand parade/fashion show.

Other areas:
They will continue to use mouse skills and simple ICT computer programmes in their specialist ICT lessons.

How you can help:
To further enhance the children’s discovery and learning about this IPC theme, we will be setting up a role play corner on Clothes Boutique & Bazaar corner where costumes from around the world can be displayed and tried on. We will be thrilled if you have any clothes and accessories to depict the four seasons too (e.g. gloves, mittens, boots, scarves, sun glasses, summer hats, flip flops, etc). Thank you very much in advance for your continuous support to make learning fun for the children.

As always, we welcome any support or suggestions which you may have.
IPC Unit Study (Term 2B)
Over the next few weeks those of us in classes NT/NE will be learning about “Food”. This unit is part of the Early Years’ Programme of the International Primary Curriculum. This new curriculum has been specially written for young children who are in schools out of their home country and sets out clearly what children should learn in four groups or “strands” – these are called ‘Independence and Interdependence’, ‘Communicating’, ‘Exploring’ and ‘Healthy Living’. The activities which have been planned will cover these strands in the following ways:

Independence and Interdependence
During this theme the children will be encouraged to take on different roles in different contexts when playing in the class café. They will learn about diversity – not only in the types of food available, but also in the ways in which food is prepared for celebrations. They will have opportunities to play alone, alongside and with other children and continue to take turns and share fairly. In their PE lessons they will learn how to interact in team games in preparation for their Sports Day and in doing so they will learn about positive and constructive attitudes to competition. They will learn how to express disagreement and difference of opinion in appropriate ways, respecting rules about their relationship with others and their environment when discussing and giving reasons for their favourite foods. They will also develop the ability to express their feelings and become sensitive to the needs and feelings of others. Children will learn how to take responsibility for their own actions when they participate in food preparation activities such as chopping fruit, decorating cakes, making items to put in their role play area.

Communicating
The children will find themselves in situations where they will need to use language skills in a wide variety of contexts. We will share stories and rhymes about food such as ‘The Enormous Turnip’, ‘Hansel and Gretel’, ‘The Gingerbread Man’, ‘Jack and the Beanstalk’, ‘The Hungry Caterpillar’, ‘The Little Red Hen’, ‘Handa’s Surprise’. Children will develop their use of language by re-enacting situations imaginatively in character using the role play Supermarket and also learn about using gesture and expressive body movement for communication when acting out roles and characters from the stories listed above. The children will sing songs and learn rhymes linked to the theme and other action songs and rhymes in their specialist music lessons. Children will also develop their mathematical language when they learn about shapes and numbers when sorting food containers. Activities will consist of describing the shapes of food containers and packaging, ordering the containers by size, using balancing scales to find the food container that is the heaviest/lightest. Children will explore and observe the use of numbers in purposeful activities such as pricing food items, using money for buying and selling in the supermarket.
Exploring
The children will have the opportunity to discover how food changes (boiling eggs, for example) and will find out where food comes from. Throughout this theme there will be opportunities for the children to try things out, using exploration and curiosity as important and valued ways of learning for example, when they explore fruit and vegetable in the water tray and look at and predict foods that float and sink. From this they will be given chance to explain their findings, listen to others, taking part in reflective discussion and observing. They will continue to explore different media to produce controlled marks and letters both inside and outside the classroom. There will also be the opportunity for the children to experiment with printing with vegetables and fruit. There will be opportunities for the children to play with ideas and materials as an enjoyable, creative and valid approach to learning by using empty containers and dried foods to make their own music. Children will learn about looking for patterns, classifying things for a purpose, guessing, using trial and error when classifying ‘fruit’ and ‘vegetables’, foods which are sweet/savoury, healthy/unhealthy, etc. Children will also learn about the natural environment and their own place in it when they are given the chance to grow their own food and take responsibility for caring for it.

Healthy Living
Throughout this theme we will need to be aware of personal safety and hygiene, for example, when preparing food, knowing to wash hands before preparing food, etc. Children will learn about how paying attention and concentrating are important when listening to instructions about handling food. We will also discuss the benefits of keeping healthy through a balanced diet.

We will begin this theme on xxxxxday by organising a class lunch. We will prepare a selection of our favourite foods during the morning, so there will be no need to send in the usual packed lunch on that day.

Other areas:
They will continue to use mouse skills and simple ICT computer programmes in their specialist ICT lessons.

How you can help:
We need your help to transform our ‘Role Play’ corner into a ‘Supermarket’ to make it as exciting as possible for the children. Therefore we kindly ask if anyone can contribute or loan (please indicate with a label if loaning) any of the following, we would be extremely grateful:

- Shopping cart / shopping basket
- Large wooden or plastic baskets for containing food items
- (Play) Cash register
- Empty food packaging i.e. milk or drinks cartons, pancake boxes, candies & chocolate packaging, etc
- Children’s shopping clothes (appropriate size for age four for customers-dress-up-play)
- Children’s accessories i.e. shoes, purse, cap, hat (customers-dress-up-play)
- Food Weighing scale
- Food toys i.e. fruits, meat, vegetables, can or bottled drinks

We need your help to transform our ‘Role Play’ corner into a ‘Restaurant’ to make it as exciting as possible for the children. Therefore we kindly ask if anyone can contribute or loan (please indicate with a label if loaning) any of the following, we would be extremely grateful:

- Stand up kitchen set
- Cooking utensils (chopping board, kettle, saucepans, etc)
- Chef/Waiter/Waitress costumes
- Aprons, oven gloves
- Baking utensils
- Cash register
- Restaurant menus
- Empty food packaging i.e. milk or drink cartons, pancake boxes, candies & chocolate packaging, etc
- Eating utensils
- Table cloth and coasters
- Food toys i.e. fruits, meat, vegetables, can or bottled drinks

Thank you very much.

As always, we welcome any support or suggestions which you may have.
IPC Unit Study (Term 3A)

Over the next few weeks those of us in classes NT/NE will be learning about “Houses and Homes”. This unit is part of the Early Years’ Programme of the International Primary Curriculum. This new curriculum has been specially written for young children who are in schools out of their home country and sets out clearly what children should learn in four groups or “strands” – these are called ‘Independence and Interdependence’, ‘Communicating’, ‘Exploring’ and ‘Healthy Living’. The activities which have been planned will cover these strands in the following ways:

Independence and Interdependence
We will be finding out about all kinds of different homes and, through these activities, the children will learn about diversity. The children will play together in the home corner which will be transformed into a 3 Little Pigs Homes as ‘The Three Little Pigs’ will be one of the stories the children will be reading. The children will be encouraged to take on different roles in different contexts when playing in the Home Corner. They will learn about their own ethnic group and other ethnic groups, respecting and interacting with people who are different from themselves when they look at the variety and type of houses in their local area and they will also have the opportunity to compare homes in other countries. In the role play corner children will learn more about their relationship with others, taking part in group activities and learning about rules, responsibilities and rights as they get involved in the planning stage of what to put in their role play corner. The children will learn about their ability to acquire new skills and interest in Mathematics when they talk about numbers related to homes such as their house number, telephone number, making a house number line. When reading the story of ‘The Three Little Pigs’, children will learn about taking on roles in different contexts, acceptable behaviour and strategies for solving conflicts in peaceful ways. They will also learn about empathising with others and standing up for themselves. Children will have the opportunity to express their ideas when talking about animal homes.

Communicating
The children will experience aspects of language such as rhythm and rhyme and will learn about words, pictures and print.

We will share stories and rhymes about food such as ‘The Three Little Pigs’, ‘Goldilocks and the Three Bears’, ‘Dear Zoo’, ‘Hansel and Gretel’ and other fairy tales based on castles for homes. Children will develop their use of language by re-enacting situations imaginatively in character using the role play corner as ‘The Three Little Pigs’ and also learn about using gesture and expressive body movement for communication when acting out roles and characters from the stories listed above. The children will sing songs and learn rhymes linked to the theme and other action songs and rhymes including those from different countries and cultures in their
specialist music lessons. In their PE lessons children will have the opportunity to enjoy and use music, drama and dance when they mime movements to music, building an imaginary house. Children will enjoy using words and books to find out about a variety of homes and will learn about using words, pictures, print, numbers, sounds, shapes, models, photographs and ICT to represent thoughts, experiences and ideas to make models or paintings of houses. Children will be creative and expressive through a variety of activities where they will have the opportunity to set up a building site in the sand experimenting with building materials. Children will enjoy using verbal communication when looking at the Hansel and Gretel story as they will continue to develop their skills of sequencing the stories.

**Exploring**
Through the little pigs story we will explore a variety of materials and even make a house of sweets. We will use research materials to find out more about a variety of homes, including animal homes. Children will learn about looking for patterns in Mathematics, classifying things for a purpose, guessing, using trial and error when they explore shapes to make pictures of houses, deciding on the best shapes to use. Children will learn about making decisions, choosing their own materials and settling their own problems when making or building houses and deciding which room different household objects belong in.

**Healthy Living**
The children will learn about the need to take care of themselves and, through stories, explore emotions and emotional needs. When looking at a variety of houses and homes, children will learn about concentrating and paying attention. They will learn about making choices in their role-play and when making models. Children will learn about keeping themselves from harm when discussing safety rules about using outdoor equipment.

We will begin this theme on xxxxxday when the children will find a magic key and go off exploring to find the door which it fits.

**Other areas:**
They will continue to use mouse skills and simple ICT computer programmes in their specialist ICT lessons.

**How you can help:**
We need your help to transform our ‘Role Play’ corner into ‘The Little Three Pigs Home’ to make it as exciting as possible for the children. Therefore we kindly ask if anyone can contribute or loan (please indicate your child’s name if loaning) any of the following, we would be extremely grateful:

- Role-play construction tools (hammer, screwdriver, pliers, work-bench, nuts & bolts, spanner, drill, doll houses, saw, saw-horses, etc)
- Role-play construction uniform, helmet (with face-shield), boots, gloves, goggles, apron, etc
- Real materials: Tissue boxes (rectangular shape), styrofoam, wooden planks, tree branches & twigs, straw broom, bricks, etc

We need your help to transform our ‘Role Play’ corner to a ‘Fairy Tale Castle’ to make it as exciting as possible for the children. Therefore we kindly ask if anyone can contribute or loan (please indicate with a label if loaning) any of the following, we would be extremely grateful:

- Fairy tale costumes: characters i.e. princess / prince / king / queen / knight / witch / dragon / fairy, etc
- Accessories: tiara / crown / wand / sword (children friendly) / butterfly wings / princess’ shoes / shield / ancient helmet, etc
- Child size chairs for king and queen (i.e. sofa)

Thank you very much.

As always, we welcome any support or suggestions which you may have.
IPC Unit Study (Term 3B)

Over the next few weeks those of us in classes NT/NE will be learning about “Treasure”. This unit is part of the Early Years’ Programme of the International Primary Curriculum. This new curriculum has been specially written for young children who are in schools out of their home country and sets out clearly what children should learn in four groups or “strands” – these are called ‘Independence and Interdependence’, ‘Communicating’, ‘Exploring’ and ‘Healthy Living’. The activities which have been planned will cover these strands in the following ways:

**Independence and Interdependence**

The children will have opportunities during this theme to work and play alone and alongside others. They will need to co-operate in order to find the treasure and will take on other roles when taking part in pirate play. They will work collaboratively during the treasure hunt and develop respect for each other’s feelings when sharing their personal treasure. They will learn about acquiring new skills and interests when given the opportunity to ask questions about other children’s personal treasures.

**Communicating**

We will listen to stories about pirates and use words and pictures to write our own pirate storybook. The children will use numbers to count coins and develop an enjoyment of numbers when estimating how many coins are in the treasure chest. They will be involved in making a pirate ship and develop skills of designing, cutting, sticking and painting. They will sing sea shanties and experience rhythm and rhyme. The children will have the opportunity to learn about using language skills in a variety of contexts and enjoy using verbal communication when they spend time describing, explaining artifacts from a treasure chest and discuss the properties such as ‘shiny’ and ‘dull’, ‘heavy’ and ‘light.’ Children will use words, pictures, print, numbers, sounds, shapes, models, photographs and ICT to represent their thoughts, findings, experiences and ideas. Children will learn about communicating using the process of art and craft when they draw, paint, make models of their treasure.

**Exploring**

The children will be encouraged to be curious and to make their own decisions when burying and finding the treasure. Many of the pirate activities will involve them in symbolic and dramatic play. They will classify objects by observable features such as ‘shiny’ and ‘dull’. In order to find the treasure they will need to learn about maps and this knowledge will be developed when they look for islands on the globe. In doing so, the children will learn skills about enquiring, researching and exploring to draw conclusions about the world around them. Children will have the opportunity to learn about choosing and experimenting with materials, playing with ideas, and exploring actively with all the senses when they make their own small model islands. In their PE lesson children will learn about controlling their bodies and developing fine and gross motor control and moving in space and to rhythm when they have pirate
related movement lessons using large apparatus. Children will also play with ideas and materials as an enjoyable, creative and valid approach to learning and set and solve problems when they mould islands in the sand and hide treasures, giving their friends instructions on how to find it. Children will also experience investigating which treasures float and sink in the water tray. Children will also be encouraged to explore the pattern in words associated with the treasure theme.

Healthy Living
The children will need to pay attention and make choices during the treasure hunt. They will also have the opportunity to talk about their emotions when they discuss their own personal treasure.

We will begin this theme by having a pirate dressing-up day. Please send your children to school as normal and we will transform them into a band of pirates by the end of the day!

How you can help:
We need your help to transform our ‘Role Play’ corner to make it as exciting as possible for the children. Therefore we kindly ask if anyone can contribute any of the following, we would be extremely grateful:

- Pirates costumes and accessories
- Treasures: Play-coins, unwanted accessories i.e. necklaces/ bangles/ tiaras/ rings/ chains, etc
- Treasure chest
- Old fabric/cloth
- Old plates/ bowls/ cups (porcelain/plastic)
- Old cutleries
- Old clothes, caps, hats, shawls, scarves, belts, table cloth
- Old shoes

We will be having a ‘Pirates Dressing-Up Day’ as the theme progresses so please keep checking your child’s Student Planner for more details.

Also, we are grateful for all the support and suggestions you have contributed to the class throughout the year and your continual support is most welcomed.

Thank you very much.

As always, we welcome any support or suggestions which you may have.